SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

First Year Writing

ENGL 1A

Fall 2025   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 11/17/2025

🖥 Course Description and Requisites

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres.

Satisfies 1A. Written Communication I (Formerly Area A2).

Prerequisite(s): Completion of Reflection on College Writing
Grading: Letter Graded

✳ Classroom Protocols

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Program Policies

First-Year Writing policies are listed at the following website: [Program Policiess (https://www.sjsu.edu/english/frosh/program-policies.php)](https://www.sjsu.edu/english/frosh/program-policies.php)

Use of AI

As AI becomes more prevalent in the workforce, you'll likely use it in your daily tasks. In this class, AI may, at times, be useful as a tool to support your writing process. However, developing strong writing and communication skills requires personal practice, so it's crucial that you learn to create and edit high-quality work independently. You'll be responsible for your final product, including any AI-related limitations or biases, and must disclose when and how you use AI. If you use AI, you must disclose its role in your process.

Using AI generated text in this class has the following requirements:

Students may use artificial intelligence tools, including generative AI, in this course **as learning aids or to help produce outlines or *guides* for written assignments**. This means the prompt given to the AI needs to ask it to "write an outline," "create a guide," or "make a plan", not write youressays for you.

Students are accountable for the work they submit which includes the accuracy of sources, authenticity of voice, and development from previous classwork.

Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content. A template for this appendix, which needs to attached after the Reference list in the paper, can be found here:

[Appendix Generative AI Citation, Prompt, and Text](#)

A completed example can be found here as a model:

[Example of Appendix Generative AI Citation, Prompt, and Text](#)

This template created by Prof. Heather Turner,SJSU faculty. Used with permission from Prof. Heather Turner.

Although students may use artificial intelligence tools as aids for creating an assignment, the final submitted assignment must be significantly different from the generated product and demonstrate originality produced by the individual student alone. This means that the written work submitted for credit must be developed, adjusted, added to, and extensively different from text produced by the generative tool. Both the AI work and your work will need to be included together. Because we will be workshopping your writing, it should be markedly different and of a higher quality than any AI generated materials. Improper AI use (e.g., relying on it to write most of your work without significant personal input) or failing to disclose its use can lead to consequences such as warnings, failing grades, or reports to the Student Conduct Board. If in doubt, ask!

Academic Integrity Policy

The university's policy on academic integrity, cheating, and plagiarism is as follows:

 (University Policy F15-7) https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf

Late Assignments Policy

Late submissions will not receive the maximum amount of points per assignment. You will lose 1 letter grade per week that the assignment is late. However, if a verifiable emergency arises, please contact me immediately for an extension on an assignment. Depending on the circumstance, I will allow an extension. However, the sooner you contact me, the more I will take into consideration of an extension.

Resubmitting graded work

Major assignments that have been substantially revised can be resubmitted IF students set up a time to meet with me one on one during office hours or by appointment prior to resubmitting to discuss a plan for your revisions. Re-submission does not guarantee you more points on the assignment, however, but I will use whichever points are higher if the points do change.

Available SJSU Resources

The University provides all students several resources to help us successfully learn in this course. The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support.

- [Accessible Education Center](#)
- [Counseling and Psychological Services (CAPS)](#)
- [Peer Connections](#)
- [SJSU Cares](#)

- [Spartan Food Pantry](#)
- [Student Technology Resources](#)
- [Writing Center](#)
- [Other Campus Resources](#)
- [Campus Resources Learn Anywhere (https://www.sjsu.edu/learnanywhere/campus-resources/index.php)](https://www.sjsu.edu/learnanywhere/campus-resources/index.php)

Syllabus may be subject to change.

⊞ Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.
Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.
Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website (https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

◎ Course Goals

GE Area A2 Learning Outcomes / Goals

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing

📶 Course Learning Outcomes (CLOs)

GE Area 1A: Written Communication I

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with others. Area 1A is a prerequisite for Area 1B: Critical Thinking. Completion of Area 1A with a grade of C- or better is a CSU graduation requirement.

GE Area 1A Learning Outcomes

Upon successful completion of an Area 1A course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing requirement

Area 1A courses require a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

📖 Course Materials

Can I Use I? Because I Hate, Hate, Hate College Writing.

Author: Prendergast, Catherine.
Publisher: Pocket Press
Edition: 1st edition
ISBN: 978-0986145711

Writing Spaces: Readings on Writing, Vols. 1-3

Author: Various Authors.
Publisher: Parlor Press.
Availability: Online

These books are open-source textbooks, which means they can be downloaded **for free at** [Writing Spaces (https://wac.colostate.edu/books/writingspaces/)](https://wac.colostate.edu/books/writingspaces/) You can also purchase a hard copy ([www.parlorpress.com (http://www.parlorpress.com)](http://www.parlorpress.com))

Additional Articles posted on Canvas.

☷ Course Requirements and Assignments

*Reflection on College Writing

- In class journal writing

- Short responses to homework readings

- Workshop/Peer review: Suggestions and constructive comments on classmates' literary efforts

- Narrative writing piece

    - Introduction
    - 1st draft for workshopping
    - Final draft

- Expository writing Group presentation

    - Introduction
    - 1st draft for workshopping
    - Final draft
    - Group Presentation

- Persuasive writing piece

    - Introduction
    - 1st draft for workshopping
    - Final draft

- Digital Literacy Showcase Our class has an exciting opportunity to participate in the Rhetoric and Composition Digital Literacy Showcase at the end of the semester. We will be learning more about this during the course of the semester.

- Reflection on writing growth this semester
- Final Portfolio
- Participation

✔ Grading Information

Determination of Grades

A grade of at least C- is required to pass this course.
Late assignments will not receive the total points possible.

- **Personal Narrative Essay:** 20%
- **Argumentative Essay:** 20%
- **Expository Essay:** 20%
- **Peer Review/Workshop, Draft Assignments, Digital Literacy Showcase Applications, Weekly short posts, and other hand-written work, class participation:** 25%
- **Final - Portfolio:** 15%

Breakdown

A *plus*	*1000 to 970 points*
A	*969 to 940 points*
A *minus*	*939 to 900 points*
B *plus*	*899 to 870 points*
B	*869 to 840 points*
B *minus*	*839 to 800 points*
C *plus*	*799 to 770 points*
C	*769 to 740 points*
C *minus*	*739 to 700 points*
D *plus*	*699 to 670 points*

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

[Narrative Writing (https://www.youtube.com/watch?v=Fo1Csn-xBS8)](https://www.youtube.com/watch?v=Fo1Csn-xBS8)The gray squares are in class work. The white squares are assigned, out of class homework.

8/20	You should have uploaded your Reflection on College Writing to Canvas prior to our first class meeting. Check ass
	Syllabus info/ intro to rhetoric
	- Course objectives, syllabus, expectations, grading, discuss Canvas use and organization, required readings an - Free write #1 - Attendance - Community building - Class discussion: Rhetoric.pptx (https://onedrive.live.com/:p:/g/personal/87E7CBE14C5D0573/EQElpNe8Ur9 resid=87E7CBE14C5D0573!sd7a4250152bc47bfa3ec4168cfa03539&ithint=file%2Cpptx&e=KQMNGC&mig Intro: What is rhetoric and why does it matter?
	Homework:
	- Read: What Is Rhetoric (https://www.uis.edu/learning-hub/writing-resources/handouts/learning-hub/what-is-rh - Read: Nicholas Kristof You're Wrong, I'm Right (https://go.gale.com/ps/i.do?p=UHIC&u=csusj&id=GALE%7CA - Be prepared to discuss this in class on M 8/25/25 - Write: Write 1 or more paragraphs answering the following question: I did this in high school! Do I really need _____. Why do I need a composition class that isn't about _____? Post: to Canvas by 8/23 @11:59 PM - Write: Three behavioral norms you feel are appropriate and necessary for a productive and safe classroom e
8/25	- Free write - Review parts of syllabus - Class discussion: Rhetoric.pptx (https://onedrive.live.com/:p:/g/personal/87E7CBE14C5D0573/EQElpNe8Ur9 resid=87E7CBE14C5D0573!sd7a4250152bc47bfa3ec4168cfa03539&ithint=file%2Cpptx&e=KQMNGC&mig Intro: What is rhetoric and why does it matter? - Discuss: Set classroom behavioral norms based on Discussion Board responses - Activity: Getting to Know You Bingo - Logos, Ethos, Pathos, Kairos.pptx - Discuss: *Nicholas Kristof You're Wrong, I'm Right! (You should already be acquainted with this piece. This wa*
	Homework

	Read: Storytelling, Narration, and the "Who I Am" Story Catherine Ramsdell Writing Spaces Vol. 2 [Storytelling, Narr...](#) Read: [Analyzing Rhetorical Arguments and Use of Rhetoric in Argument (https://docs.google.com/document/d/1R...](#)
8/27	• Free write • Review: [Logos, Ethos, Pathos, Kairos.pptx](#) • [Logos, Ethos, Pathos Game](#) • Activity: 4 articles, 1 per group. Read article. Discuss: does it use logos, ethos, or pathos, kairos? Who do... • Intro to Narrative Writing Unit [Narrative Writing.pptx](#) • Homework
	• Read: Prendergast, P. 1-32 • Write: 150 words about the Prendergast chapters. What was helpful? What was surprising? What can you us... • Resource you may want to look at more closely: [Reedsy-story structure (https://blog.reedsy.com/guide/story...](#)
9/1	Labor Day University closed No Class
	Please note: Class on **9/3** will be held in the Student Union Ballroom. Attendance will be taken and your presence i...
9/3	<u>Mandatory </u>out of classroom information session: Jumpstarting Digital Literacy Student Union Ballroom
	Homework: Watch the Bill Hart-Davidson video: [Bill Hart-Davidson](#) Write 2 questions/comments that Hart-Davidson (and you) would not think were helpful. Change them into questic... Post both the not helpful and helpful comments to Canvas Discussions by 9/7/25 11:59 PM
9/8	• San Jose State Writing Center Workshop • Free write • Discussion: Going beyond the 5 paragraph essay. [The Writing Process.pptx](#) • (This may move to 9/15) • Homework
	Read: Prendergast p. 33-63 Write: Give a 150 word summary of and reaction to Prendergast and Hart-Davidson's ideas about getting peer feed... Review Cathering Ramsdell Writing (assigned as homework 8/25) which will be discussed 9/10/25 Watch: video [Narrative Writing](#)

9/10	- Free write - Discuss Catherine Ramsdell Writing (This was moved from earlier in the syllabus) - Activity: Using your computer, work with 3 people to find some usable/helpful graphic organizers for various in the slides before you put it into the presentation. Put your find into the shared Google slide presentation wl - Discussion: What did you think of the Hart-Davidson video (discuss homework comments) - Workshop protocols <u>Writers workshop.pptx</u> - Choose workshop partners for this unit - Writing an introduction: <u>Starting a Narrative Essay.pptx</u> - Activity: narrative hook sentences <u>Identifying Hooks</u> - With workshop partners: share one of your memories from your free write or brainstorm other possible narrat
	Read: <u>SJSU Writing Center Brainstorming Info (https://drive.google.com/file/d/1piYs639LSfr3cfqTJ_nTJiORCfiSe(</u> Read: <u>Writing Introductions</u> Formulate a topic and write an introduction for your narrative writing piece. You may want to try using this outline to help you generate some ideas. <u>Narrative Essay Outline</u> Upload your introductory paragraph to Canvas by 9/13 11:59 PM
9/15	- Free write - Activity: Comic Chaos - Discuss activity - Review workshop protocols <u>Writers workshop.pptx</u> (pg.3 & 6) (5 min.) - Get your introduction up on your computer. - Workshop times begin
	Watch Narrative Writing video in assignments page to assist in continuing with your narrative piece Continue working on your Narrative writing piece by **making a copy** of and filling out this graphic organizer. <u>Graphic</u>
9/17	- Free write - Activity: Bad email, debrief discussion - What is Genre? <u>What is Genre?</u> - Activity: Examples of types - What is a timeline? How can it help in writing? - Examples of timelines : <u>What is a Timeline?</u> - Homework

	Before you start: Make A Copy of this google slide template: [Timeline](#) Fill in a timeline for your story using this go to be able to flesh them out with details. Upload completed timeline to Canvas by 9/21 11:59 PM **We will be using** **Turn in your rising action and climax part of your Narrative writing piece. Give several sentences of feedback** Other ideas to help flesh out your narrative writing piece [Fleshing out Narrative Writing](#)
9/22	• Free write • Activity: One-sentence Story (you may want to use some of your free write work here) • Discussion: debrief of activity • Try the peer review function on the introductions already turned in. • Class activity: From your workshop group, in groups of 2, go over each of your 5 ideas on your timeline in Canv • Workshop Narrative rising action and climax of narrative group papers. • Homework
	Working on endings: This will give you a few ideas on endings that I gleaned from several sources [Ideas on Ending](#) Please Note: our class, **9/24** will be a <u>**mandatory**</u> meeting at the MLK, Jr. Library. Please meet at the campus entr
9/24	• **Mandatory** Research strategies Meet at MLK, Jr. Library **campus entrance (NOT the 4th street side)**
	NO homework-use this time to practice what you learned in our Research Strategies session today
9/29	• Free write • Last day of Narrative Unit • Class activity: Heads Up genre identification • Class discussion: Purpose of activity. • Bubble map: one type of graphic organizer that may be useful in generating ideas for personal narrative. Chec • Homework • How to make a bubble map in Google Docs? **Add Speech Bubbles** 1. Open Google Doc. 2. Tap on "Insert," choose "Drawing," and select "New." 3. Click on the "Shape" icon and choose "Callouts." 4. Select the speech bubble and draw it. 5. Double-tap on it to add any text. 6. Finish by clicking on "Save and Close." 7. Use the line feature in "Drawing" to connect the bubbles with lines

	Final draft of 1500 word Narrative writing due by 9/30, 11:59 PM Prendergast p. 64-79
10/1	- Intro to Expository Unit Expository Writing.pptx - Brainstorm ideas about issues we have heard about happening in our community right now - Project Proposal Expository Writing (https://docs.google.com/document/d/1UO22Xk0r8PoqpM3ICf4F07y1j - Using your Project assignment page (link above): Come up with a Collaborative research project/choose part - Crafting Introductions: - Crafting Introductions - Begin your introduction which will be due by 10/6/25.
	If not completed in class: Formulate a possible topic and write a rough proposal for your final project Due by 10/1 Prendergast p. 80-96
10/6	- Free write - Sharing of free write - Activity: Paper Airplanes - Discussion: Using AI for writing Chungin Roy Lee and AI - Crafting Compelling Introductions	Video Workshop (moved from 10/1) - Group work times begin: - Finish refining introduction - Begin searching for and noting possible resources about your topic
	Review the Crafting Introductions video: Crafting Introductions Review this resource from the Dr. Martin Luther King, Jr. Library SJSU Plagiarism Tutorial and Quiz (https://lor.instr With your group, finish writing your introduction (at least 150 words) for your Project 1 paper Due to Canvas Pages
10/8	- Free write - TBD - Group work time - homework
	Read: Info from Purdue OWL website Expository Writing Structure Continue finding ideas and resources for your presentation

10/13	• Free Write • Share with an elbow partner. • Read: Revision strategies (https://miamioh.edu/howe-center/hwc/writing-resources/handouts/writing-proce • Group work time • homework
	Read: Writing Spaces Vol. 2 Critical Thinking In College Writing: From the Personal to the Academic Gita DasBende Critical Thinking in College Writing Submit: Final presentations must be submitted to instructor's email christine.eldridge@sjsu.edu by 10/14, 11:59 PM
10/15	• Free write • Editing ideas: Conquering the Comma p. 1-12 • Discussion of DasBender • Presentations begin. Topic: Homelessness and Transportation • homework
	Submit final 1200 word Project 1 Expository Writing draft. Each team member submit a copy to Canvas. Read: Writing Spaces Vol. 1 Reflective Writing and the Revision Process: What Were You Thinking? Look back on the presentation you just finished and answer Giles' questions that you see on p. 194 (or pg. 5 of the
10/20	• Free write • Editing ideas: Conquering the Comma continued 13-26 • Presentations continue. Topic: Littering/trash and Food Waste • Explore AI Writer's Tool Box • • homework
	Read: Prendergast, 97-129 Write: Come up with 4 ideas of things you'd like to see changed. You can dream small or large. These can be thing
10/22	• Free write • Presentations continue. Topic: Cost of Living • Playing with citation generators • Video: Want to Change the World? • Take notes. Write about 3 impressions/ideas you had or connected with during this talk. • Discuss impressions • Homework

Read: Using Cite Generators Responsibly

10/27	- Free write - Discuss Changes discussion board. - Watch I Have A Dream - Short review of Workshop protocol - Come up with Persuasive/Augmentative Writing Topic - Meet with Workshop group to refine topic - homework
	Read: So You've Got A Writing Assignment. Now What? Write: Using the Bubble Map strategy, come up with as many ideas about your topic as you can. You may bring a ha Write: 150 words. Please give me constructive feedback on what could help you understand your assignments in Write: 100 word abstract, thesis and possible research questions for persuasive/argumentative paper
10/29	- Free write **Scavenger Hunt: Campus Resource Day** Students will find as many of the following places on campus as th - Workshop of Bubble Maps. - Comparing Concepts Web Comparing Concepts Web (https://docs.google.com/document/d/195XeMLVHS - NO HOMEWORK
	No homework! Freebie! Catch up time!
11/3	- Intro to Persuasive/Argumentative Unit - Attendance - Free write - Logical fallacies: Watch video Logical Fallacies Explained - Look over fallacies sheet. Logical Fallacies - Group Work: Choose one of the fallacies that is not described in the video. Write it on the chart on the board fallacy. Present to class. Argumentative Fallacies.pptx - homework
	Read: Lest We Forget Write: 150 words in response to Alice Walker's Letter What do you agree with? What do you disagree with? What
11/5	- Attendance - Activity: Composing an Argument - homework
	Watch: 15 Logical fallacies Logical Fallacies

11/10	- Free write - Debrief of activity from last class - What is Persuasive Argument? How does it differ from expository writing? - Discuss: Letter From Birmingham Jail MLK jr. Letter From Birmingham Jail, MKL,jr. (https://www.africa.upenn. - Discuss this letter in your group and turn in to Canvas before end of class. Discussion Questions Letters From - homework
	Read: Reader Friendly Argumentative Paragraphs Watch : What is Ethics?
11/12	- Free write - Share - Kenneth Burke's Pentad: Kenneth Burke's Pentad - Small group: Discuss a controversial topic using Burke's Pentad. - Watch: What is the difference between morality and ethics? - homework
	Watch: How to Use Burke's Pentad
11/17	- Free write - Watch: Ethics, Morality, and the Law - Ethics of persuasion: Argumentative Writing: Persuasion or Inquiry? - Discuss - homework
	Formulate the body of your argument Due by 11/18 **3:00 PM** Read and comment on group members body paper. Remember to keep Hart-Davidson and Prendergast's ideas in
11/19	- Free write - Audience questions: Basic Questions About Audience - Let's add to this simple list: What else might we want to know about the people we are trying to persuade? - Group work: Persuasion Map - Workshop times begin - homework
	Read: Editing-creating reader friendly essays
11/24	- Free write - Workshop - Discuss questions on Final Portfolio - homework

	Read: [Argumentative Writing, Using Evidence](#)
12/1	- Free write - Workshop - homework
	Continue working on your argumentative essay. Don't forget to find and keep track of your quotes and sources
12/3	- Free write - Ethics in the workplace: in small groups, find a listing of ethics statements for several professions. We will co - Workshop/Portfolio work - homework
	Continue working on your argumentative essay. Don't forget to find and keep track of your quotes and sources. Final draft 1500 words Argumentative Writing due 12/7.
12/8	- Free write - Reflection write - Workshop/Portfolio tweaking - Final Project information
12/10	Final Project: Portfolio due by 3:00 PM Upload to Portfolio Canvas class